



A STUDY OF OCCUPATIONAL STRESS IN NEW SET UP UPPER PRIMARY SCHOOL TEACHERS IN MURSHIDABAD DISTRICT IN WEST BENGAL

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ABSTRACT

The teachers are the assets of any country. They are burdened with the greatest responsibility of 'Nation Building'. The teaching profession has an esteemed place among all professions. However teaching as a profession at any level becoming more demanding day by day. Teaching has also became more like a managerial job and is having multidimensional job responsibilities. All these situations greatly enhances the stress among teachers. The present study was designed to explore the relationship of occupational stress of the new set up upper primary school teachers with demographic variables like gender, location and teaching experience. Survey method of research has been used in the present study. Occupational Stress Scale constructed and standardized by Dr. Sajid Jamal and Dr. Abdul Raheem was used for collecting the data. For this research study a sample comprised of one hundred male and female new set up upper primary school teachers of government aided schools were randomly selected at Kandi Sub-division in Murshidabad district of West Bengal by the investigator. After the data collection, the data was analyzed using mean, standard deviation and 't'- test for interpret the results. The research paper bring to light that there is no significant difference in the occupational stress between the rural and urban teachers. The study uncover that the male teachers have more occupational stress than female teachers despite the fact that both were equally placed in terms of salary and workload. The research paper also bring to light that there is no significant difference in the level of occupational stress of new set up upper primary school teachers having different levels of teaching experience (Above and below 8 years).

KEY WORDS: Occupational Stress, Stressors, Male & Female New Set Up Upper Primary School Teachers, Rural & Urban New Set Up Upper Primary School Teachers, More Teaching & Less Teaching Experience of New Set Up Upper Primary School Teachers.

INTRODUCTION:

"A lamp has the unique quality of being able to light another lamp without losing any of its own brilliance."

— Buddha

Occupational Stress is stress at work. Stress is defined in terms of its physical and physiological effects on a person. Stress is mental, physical or emotional strain or tension or it is a situation or factor that can cause this. Occupational stress occurs when there is a discrepancy between the demands of the workplace and an individual's ability to carry out and complete these demand. One of the main causes of occupational stress is work overload. Occupational stress is often caused by an increased workload without the addition of teachers to take on that additional work. Instead the increased amount of work is given to the current teachers to finish in the same time span that they would be asked to finish their regular workload. The profession of teaching has a very prestigious place among all professions. Teacher is a kingpin in the entire system of education. Almost all cultures of the civilized world have considered their teachers in a very high esteem. They are very often been given names like "Master" "Mentor" and "Guru". The role of teacher is multi-faceted, comprising academic, pedagogical and social roles. Academic roles cover teaching, counseling and supervisory roles, pedagogical roles include instructional, evaluation and facilitating roles and social roles of the teacher includes preparing peoples to participate in the way of life of the society.

Teaching has now been identified as one of the stressful professions today. Earlier, teaching profession has traditionally been regarded as low stress occupation (French et.al., 1982) but during the past two decades the situation is somersaulted (Olivier & Venter, 2003). With the changing socio-economic scenario and increasing unemployment, stresses and hassles of teachers have increased. There are a lot of stresses for a teacher who has a lot of deadlines to meet and a lot of responsibilities to shoulder besides teaching. As all of the new set up upper primary schools have no Headmaster or Assistant Headmaster and Clerk so the total official and unofficial works have to do by the assistant teachers but they have no training to do this. So the teachers have more and more occupational stress. On the other hand the uncommon sources of stress for an assistant teachers are online salary submission, online kanyashree and sikshashree form submission, minority scholarship work, utilization of school development grants, new post sanction, government meeting attend, e-pension work, general provident fund work, cash book maintain, daily ledger book maintain, mid day meal control work, utilization certificate prepare and submission work, different types of tender work etc. It is seen that the common sources of stress for teachers are misbehavior of students, poor working conditions, lack of resources for teachers, poor relationships with colleagues, overload with teaching and non-teaching duties, and poor administrative support. Teachers are also over burdened with regular teaching work and non-teaching work as election duties, duty in census etc. As a result of these stresses teachers generate dissatisfaction, which in turn affect teacher competence and lack of recognition for effective teaching.

OBJECTIVES OF THE STUDY:

This study is carried out to analyse occupational stress in new set up upper primary school teachers in Murshidabad district in West Bengal.

1. To know the level of occupational stress among the new set up upper primary school teachers.
2. To compare the occupational stress of male and female new set up upper primary school teachers.
3. To compare the occupational stress of rural and urban new set up upper primary school teachers.
4. To compare the occupational stress of new set up upper primary school teachers having different levels of teaching experiences (Above and below 8 years).

HYPOTHESES OF THE STUDY:

In view of the above objectives, following hypotheses have been formulated:

1. There is no significant difference level of occupational stress among the new set up upper primary school teachers.
2. There is no significant difference in the level of occupational stress of male and female new set up upper primary school teachers.
3. There is no significant difference in the level of occupational stress of rural and urban new set up upper primary school teachers.
4. There is no significant difference in the level of occupational stress of new set up upper primary school teachers having different levels of teaching experience (Above and below 8 years).

METHODOLOGY:

Method and Procedure of the study:

In the nature of the study, the descriptive cum survey method of educational research is adopted for the completion of the present study. It has undoubtedly true that the descriptive method has been the most popular and most widely used research method in education.

Population:

Population of the study covers all new set up upper primary school teachers at Kandi Sub-division in Murshidabad district in West Bengal.

Sample:

For the present study a sample of 100 new set up upper primary school teachers was selected. Out of which 50 were male new set up upper primary school teachers, 50 were female new set up upper primary school teachers, 50 were rural new

set up upper primary school teachers, 50 were urban new set up upper primary school teachers, 50 were above 8 years teaching experience new set up upper primary school teachers and 50 were below 8 years teaching experience new set up upper primary school teachers.

Tools for data collection:

Teachers' "Occupational Stress Scale" was used on randomly selected 100 new set up upper primary school teachers of Murshidabad district. The inventory included sources of occupational stress through the questionnaire which was related to personal data and occupational details of new set up upper primary school teachers. All the closed-ended questions were designed to generate responses on a five point likert scale to measure the occupational stress indicated as 1 strongly disagree, 2 disagree, 3 no opinion, 4 agree, 5 strongly agree.

Statistical Techniques Used:

For analyzing and interpretations the data Mean, Standard Deviation (SD), t-test have been computed.

RESULT AND DISCUSSION:

In order to measure the occupational stress among the new set up upper primary school teachers in relation to gender, location and experience. Teachers' "Occupational Stress Scale" was used on selected sample teachers and t-value was computed. The detail analysis is given as per hypothesis.

Hypothesis 1:

There is no significant difference level of occupational stress among the new set up upper primary school teachers.

Table No.1: Levels of Occupational Stress among the new set up upper primary school teachers

Sl. No.	Stress Level	No. of Teachers	Percentage
1	Low Occupational Stress	12	12
2	Moderate Occupational Stress	53	53
3	High Occupational Stress	35	35
	Total	100	100

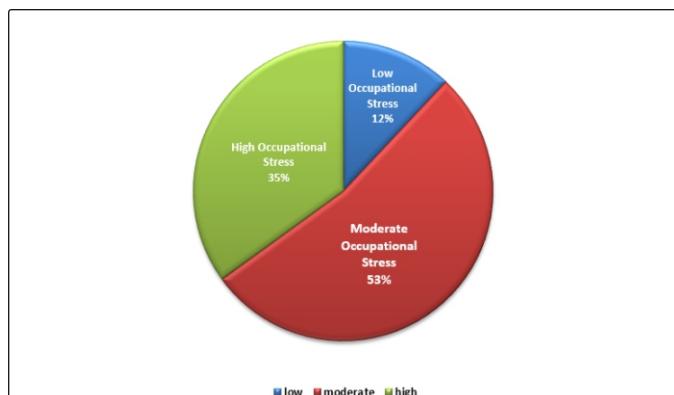


Figure 1: Levels of Occupational Stress among the new set up upper primary school teachers

The result in table 1 and figure 1 that 53% teachers have a moderate level of stress, which is followed by teachers who were having high level of stress (35%) and low level of stress (12%) in teaching profession. It is found that "there is significant difference level of occupational stress among the new set up upper primary school teachers." Hence the null hypothesis Ho1 is rejected.

Hypothesis 2:

There is no significant difference in the level of occupational stress of male and female new set up upper primary school teachers.

Table No.2: Occupational Stress of male and female new set up upper primary school teachers

Gender	N	Mean	S.D.	t-value	Degree of freedom	p-value	Level of significance	Result
Male Teacher	50	80.54	9.46	2.17	1000	2.58 at 0.01 & 1.96 at 0.05 level	At 0.01 & 0.05 level	Not Significant at 0.01 level & Significant at 0.05 level
Female Teacher	50	76.10	10.97					

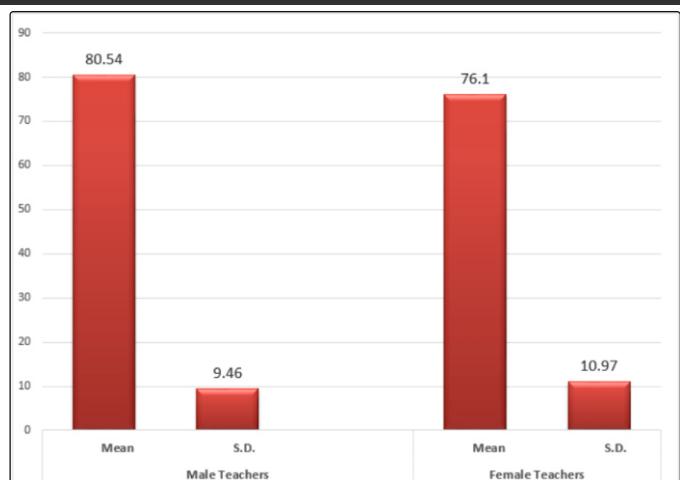


Figure 2: Occupational Stress of male and female new set up upper primary school teachers

The result in table no. 2 and figure 2, the calculated 't'-value is 2.17 less than the table value (2.58) at 0.01 level and greater than the table value (1.96) at 0.05 level of significance. It is found that there is significant difference in the level of occupational stress of male and female new set up upper primary school teachers at 0.05 level of significance and there is no significant difference in the level of occupational stress of male and female new set up upper primary school teachers at 0.01 level of significance. Hence the null hypothesis Ho2 is rejected.

Hypothesis 3:

There is no significant difference in the level of occupational stress of rural and urban new set up upper primary school teachers.

Table No.3: Occupational Stress of rural and urban new set up upper primary school teachers

Location	N	Mean	S.D.	t-value	Degree of freedom	p-value	Level of significance	Result
Rural	50	78.82	9.98	0.5	1000	2.58 at 0.01 & 1.96 at 0.05 level	At 0.01 & 0.05 level	Not Significant
Urban	50	77.77	10.96					

The result in table no. 3, the calculated 't'-value is 0.5 less than the table value (2.58) at 0.01 level and (1.96) at 0.05 level of significance. It is found that there is no significant difference in the level of occupational stress of rural and urban new set up upper primary school teachers at both level of significance. Hence the null hypothesis Ho3 is accepted.

Hypothesis 4:

There is no significant difference in the level of occupational stress of new set up upper primary school teachers having different levels of teaching experience (Above and below 8 years).

Table No.4: Occupational Stress of new set up upper primary school teachers based on their experiences

Experience	N	Mean	S.D.	t-value	Degree of freedom	p-value	Level of significance	Result
Above 8 Years	50	77.51	9.24	0.17	1000	2.58 at 0.01 & 1.96 at 0.05 level	At 0.01 & 0.05 level	Not Significant
Below 8 Years	50	80.13	12.61					

The result in table no. 4, the calculated 't'-value is 0.17 less than the table value (2.58) at 0.01 level and (1.96) at 0.05 level of significance. It is found that there is no significant difference in the level of occupational stress of new set up upper primary school teachers having teaching experiences of above and below 8 years respectively. Hence the null hypothesis Ho4 is accepted.

CONCLUSION:

The present study has provided comprehensive information about occupational stress among the new set up upper primary school teachers of government aided schools in Murshidabad district in the state West Bengal. Occupational stress in the workplace is becoming a major concern for all new set up upper primary school teachers and government. From the results of the above study it is clear that the new set up upper primary school teachers as a whole are found to be stressed. This is also evident from the past researches which reported that the

teaching profession is one of the most stressful profession (Oliver & Venter,2003). It is found that the new set up upper primary school teachers differed significantly with each other in their occupational stress wherein, the male teachers were found to be more stressed than their female counterparts. The reason may be attributed to their higher aspirations and more workload than female teachers. The teaching at new set up upper primary school teachers is found to be a very stressful, as the teacher has to deal with young adolescents who experience an acceleration of their growth and development. They are sensitive and easily offended and can be moody at certain instances. The teachers therefore, face disinterest of students towards education, poor academic achievement, difficulty level of syllabus etc. In addition to these, other factors such as teaching methods, non availability of headmaster and clerk, much clerical works, other works assigned by the government etc. also causes occupational stress.

As long as new set up upper primary school teachers remain under the grip of frustration and under stress we cannot hope for a healthy and strong nation. It means that the teachers need to be kept satisfied in their job by channelizing their energies in a manner which keeps the ego up and mental health sound. Stresses of new set up upper primary school teachers' job can be conveniently managed in the following way.

1. Suitable and qualified Headmasters, Assistant Teachers and Clerks have to be recruited by the government.
2. Moderating the intensity of integral job stressors through the other variables of positive values, such as high or extra salary, non-financial incentives, social support, generating team feeling, and participation in programme and planning etc.
3. Minimizing the frequency and intensity of stressful situations, effective supervision and incentive system.
4. Teachers should practice yoga and meditation, exercise regularly, foster a supportive friend circle, cultivate hobbies, develop effective communication skills and seek professional help to overcome stress in their day to day life.

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